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ABSTRACT

Each year the Library Instruction Round Table, Continuing Education Committee of the American Library Association reviews the periodical literature on library user education and selects the top 20 articles. Articles on user education from all types of libraries are considered: academic, school, special, and public. The criteria for selection includes but is not limited to: originality or innovation, quality of writing, special user population addressed, timeliness, applicability to a large audience, and soundness of research methodology. This document compiles the "Top Twenty" bibliographies from 1994 to 1996. Bibliographies are listed in alphabetical order by author's last name. (AEF)

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Library Instruction Round Table's "Top Twenty" Bibliographies, 1994-1996

by Marilee Birchfield

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Introduction

Each year the Library Instruction Round Table, Continuing Education Committee of the American Library Association reviews the periodical literature on library user education and selects the top twenty articles. Articles on user education from all types of libraries are considered, academic, school, special and public. The criteria for selection includes but is not limited to originality or innovation, quality of writing, special user population addressed, timeliness, applicability to a large audience, and soundness of research methodology.

This document compiles the "Top Twenty" bibliographies from 1994 to 1996. The bibliographies from 1985 to 1993 have been collected and are available as ED375854. The "Top Twenty" bibliographies since 1995 are available on the Library Instruction Round Table's website at <http://nervm.nerdc.ufl.edu/~hsswww/lirt> or accessible via the American Library Association's home page <http://www.ala.org/>

LIRT's Top Twenty for 1996

Compiled by the Library Instruction Round Table, Continuing Education Committee
Marilee Birchfield (Chair), Lucia Dunn, Maril Ellen Leverence, Elizabeth Lorenzen, Marji MacKenzie, Scott Mandernack, Janet Sheets, Katherine Todd.

Branch, Katherine, and Debra Gilchrist. "Library Instruction and Information Literacy in Community and Technical Colleges." *RQ* 35 (Summer 1996): 476-483.

Providing a clear and comprehensive overview, this article traces historical trends in the instruction in community and technical colleges and describes their unique challenges of diversity in the student body and commitment to the mission of teaching.

Brandt, D. Scott. "Using Learning Teams in Internet Training." *Computers in Libraries* 16 (January 1996): 48-50.

Describes the planning and outcome of training provided by academic librarians to K-12 media specialists and teachers. Ends with advice based on their experience.

Daragan, Patricia, and Gwendolyn Stevens. "Developing Lifelong Learners: An Integrative and Developmental Approach to Information Literacy." *Research Strategies* 14 (Spring 1996): 68-81.

Reviews Perry's developmental model and the implications for BI. Describes the BI component of a college offered during the first year of a planned four year program and reports on pre and post-test scores.

DeHart, Brian. "Job Search Strategies: Library Instruction Collaborates with University Career Services." *Reference Librarian* 55 (1996): 73-81.

Describes collaborative efforts between the library and the university placement office at DePaul University which has resulted in students' increased use of library resources in preparing for the job market while gaining life-long skills in finding and analyzing career information.

Dempsey, Paula R. "Focusing on the Experts: Mapping Resources in an Interdisciplinary Focus Area." *Research Strategies* 14 (Summer 1996): 177-83.

Describes an assignment used in a graduate interdisciplinary course which provides the students with an overview of research tools in an interactive way.

Earl, Martha F., et al "Faculty Involvement in Problem-Based Library Orientation for First-Year Medical Students." ***Bulletin of the Medical Library Association*** **84 (July 1996): 411-415.** Describes the use of librarians and nonlibrarian faculty as facilitators in a case study approach to introducing medical students to the library.

Fox, Lynne M., Judith M. Richter, and Nancy E. White. "A Multidimensional Evaluation of a Nursing Information-Literacy Program." ***Bulletin of the Medical Library Association*** **84 (April 1996): 182-190.**

Describes an information literacy component co-designed by nursing faculty and a librarian and the multiple methods used to evaluate this component of the curriculum.

Gordon, Carol A. "Is a Fish a VEGETABLE? A Qualitative Study of a Ninth-Grade Research Project." ***School Library Media Quarterly*** **25 (Fall 1996): 27-33.**

This study investigates how students and teachers define research and how the purpose and requirements of research assignments are interpreted by each group. The study also addresses student feelings and reactions to the research process.

Konrad, Lee G., and James Stemper. "Same Game, Different Name: Demystifying Internet Instruction." (workshops for undergraduate students and library staff at the University of Wisconsin-Madison) ***Research Strategies*** **14 (Winter 1996): 4-21.**

Supporting the premise that Internet instruction and traditional BI are more similar than different, this article discusses teaching strategies, tool-based instruction, teaching styles, team teaching, evaluation, and even what not to teach.

Leckie, Gloria J. "Desperately Seeking Citations: Uncovering Faculty Assumptions about the Undergraduate Research Process." ***The Journal of Academic Librarianship*** **22 (May 1996): 201-208.**

The article discusses the discrepancies between faculty's expert model for research and the information gathering behavior of undergraduates. The author recommends a stratified approach to typical research paper assignments and advises librarians of possible roles in communicating with faculty members.

Maple, Amanda, Beth Christensen, and Kathleen A. Abromeit. "Information Literacy for Undergraduate Music Students: A Conceptual Framework." ***Notes*** **52 (March 1996): 744-753.**

Based on the premise that college graduates must be information literate, this article, focusing specifically on music students, examines the four elements of an information-gathering process that are included in the ACRL's "Model Statement of Objectives for Academic Bibliographic Instruction."

Martorana, Janet, and Carol Doyle. "Computers On, Critical Thinking Off: Challenges of Teaching in the Electronic Environment." ***Research Strategies*** **14 (Summer 1996): 184-191.**

Identifies obstacles to teaching and learning in a computer-equipped classroom and the distraction of this environment to the teaching of critical thinking skills. Approaches and strategies to de-emphasize the mechanical aspects of the system interface and refocus on critical thinking are presented.

Nahl, Diane and Violet H. Harada. "Composing Boolean Search Statements: Self-Confidence, Concept Analysis, Search Logic, and Errors," ***School Library Media Quarterly*** **24 (Summer 1996): 199-207.**

Reports the results of an experiment designed to test secondary students' ability to interpret and construct search statements. Reviews related research on problems encountered by novice searchers; influences of language ability, affect, and gender differences; and effectiveness of point-of-use written instructions. Concludes with implications for online instruction.

Oberman, Cerise. "Library Instruction: Concepts and Pedagogy in the Electronic Environment." (presentation given at the School of Library and Information Studies, Texas Woman's University, May 1995) ***RQ*** **35 (Spring 1996): 315-323.**

A thought-provoking piece on the changing and unchanging mission of instruction librarians in the digital age.

Rabinowitz, Celia. "Research in Teaching: A Course to Bridge the Theory-Practice Gap." ***Research Strategies*** **14 (Spring 1996): 82-92.**

Describes an undergraduate education course team taught by a librarian and faculty member which integrates instruction in library research and field research to help address the disparate use of theoretical research by teachers.

Sloan, Steve. "The Virtual Pathfinder: A World Wide Web Guide to Library Research." ***Computers in Libraries*** **16 (April 1996): 53-54.**

This is a brief article describing the creation of the virtual pathfinder at the University of New Brunswick. In creating the programs for the Pathfinder, script was set up to send search statements to the gateway from hypertext links in documents, allowing pathfinders to be created as requested by the user.

Strasser, Dennis. "Tips for Good Electronic Presentations." ***Online*** **20 (Jan./Feb. 1996): 78-81.**

Practical advice for anyone using or contemplating using presentation software for instruction.

Stripling, Barbara K. "Quality in School Library Media Programs: Focus on Learning." *Library Trends* 44 (Winter 1996): 631-56.

Presents an overview of the history of instruction in school library media programs from 1950 to the present along with the developing roles of the school library media specialist.

Staines, Gail M. "Moving Beyond Institutional Boundaries: Perceptions Toward BI for Transfer Students." *Research Strategies* 14 (Spring 1996): 93-107.

Reports on a survey/interview study of librarians from community colleges and four-year institutions in New York state. Investigation found community college librarians generally based BI on short-term goals while librarians at four-year institutions planned programs around long-range goals.

Tate, Marsha, and Jan Alexander. "Teaching Critical Evaluation Skills for World Wide Web Resources." *Computers in Libraries* 16 (Nov./Dec. 96): 49-55.

Describes a three-part lesson plan used to teach users how to evaluate web resources. Additional information is available from following the Wolfgram Memorial Library link on the Widener University web page (http://www.widener.edu).

LIRT'S TOP TWENTY FOR 1995

Bodi, Sonia. "Scholarship or Propaganda: How Can Librarians Help Undergraduates Tell the Difference?" ***The Journal of Academic Librarianship*** **21 (January 1995): 21-25.**

In response to evaluations of BI sessions where students reported being satisfied with their ability to find information but not to evaluate it, librarians developed a session on critical assessment of library resources. This article discusses the characteristics of propaganda and includes a list of indicators distinguishing propaganda and scholarship. The article concludes with a description of a class in which these indicators were presented to help students evaluate a text.

Chappell, Virginia A., Randall Hensley, and Elizabeth Simmons-O'Neill. "Beyond Information Retrieval: Transforming Research Assignments into Genuine Inquiry." ***Journal of Teaching Writing*** **13, no. 1/2 (1994): 209-224.**

This article describes the reasoning behind and use of an Evaluating Sources Workshop. This collaborative workshop, itself a collaboration between librarian and classroom instructor, teaches college students ways to analyze sources. Techniques for evaluating information include using bibliographic tools to retrieve information, but also act as a means for learning more about scholarly communication. By analyzing a pre- selected reading, students develop their own questions and explore the rhetorical and disciplinary contexts of research. The workshop can serve as a springboard for other collaborative assignments and classroom discussions. (Note: Although published in 1994, this issue was not received by committee members until summer 1995 and is therefore being included in the Top Twenty for 1995.)

Cook, Kim N., Lilith R. Kunkel, and Susan M. Weaver. "Cooperative Learning in Bibliographic Instruction." ***Research Strategies*** **13 (Winter 1995): 17-25.**

This article offers a general discussion of cooperative learning, including its definition and characteristics. Two examples of cooperative learning BI assignments are discussed in detail, along with a thorough overview of the authors' research project on this topic. Although the research conducted did not yield the desired information on the effectiveness of cooperative learning, many students indicated a preference for working in groups. The practical advantages of cooperative learning are also discussed.

Cooper, Tasha, and Jane Burchfield. "Information Literacy for College and University Staff." *Research Strategies* 13 (Spring 1995): 94-106.

This article points out special problems in identifying the information needs of college and university staff, a group that is often overlooked in instructional outreach programs. The importance of fostering information literacy in this group, as opposed to providing special services is addressed. Suggestions for promoting this literacy such as staff development programs, tailored instruction, and effective promotion of the library are discussed.

Dame, Melvina Azar. "Teaching Library Skills and Content to Linguistically Diverse Students: The Role of Advance Organizers and Visual Resources." *MultiCultural Review* 4 (December 1995): 40-44.

In an article aimed at elementary and secondary teachers and librarians, the author outlines concrete methods to help ESL students link library skills with their existing knowledge. She suggests multi-sensory aids (such as pictures) help the student associate new concepts with prior knowledge. This process requires significant cooperation between the teacher and media specialist. Included are suggested types of aids and sources for locating and acquiring them.

DiMartino, Diane, William J. Ferns, and Sharon Swacker. "CD-ROM Search Techniques of Novice End-Users: Is the English-as-a-Second-Language Student at a Disadvantage?" *College & Research Libraries* 56 (January 1995): 49-59.

A comparison of the CD-ROM search techniques of native English speakers and English-as-a-Second-Language (ESL) speakers found that both groups of students had similar problems with search concepts and procedures. ESL students, however, had much more difficulty with vocabulary, such as the use of plurals and synonyms. The article concludes with recommendations for improving CD-ROM instruction for all users, including the specific vocabulary problems of ESL students.

Doran, Kirk. "The Internot: Helping Library Patrons Understand What the Internet is Not (Yet)." *Computers in Libraries* 15 (June 1995): 22-26.

The author stresses the importance of presenting a balanced view of the Internet, especially in light of recent media hype. He employs a number of negative definitions which illustrate the current limitations of the Internet. These definitions help to clarify the misconception that the Internet is "the answer to all quests" and enables users to understand the differences between the Internet and other valuable library resources.

Evans, Lorraine, and Peggy Keeran. "Beneath the Tip of the Iceberg: Expanding Students' Information Horizons." ***Research Strategies*** **(Fall 1995): 235-244.**

With the addition of yet another electronic resource to their library, reference librarians at the University of Denver developed a new library instruction session which emphasizes broader information and search concepts, rather than specific database mechanics. The goals of the session are to teach searching skills that are transferable from one system to another and to enable users to evaluate the content and appropriateness of specific databases in relation to other library resources. The authors also discuss the results of a survey to determine the session's effect on participants' searching skills and confidence levels.

Gibson, Craig. "Critical Thinking: Implications for Instruction." ***RQ*** **35 (Fall 1995): 27-35.**

This article provides a concise overview of the critical thinking movement in education, including a review of critical thinking theory and controversies within the movement. The author also discusses the implications of this approach for library instruction and concludes with some important questions to consider as we restructure our BI programs to integrate critical thinking skills.

Howze, Philip C., and Dana E. Smith. "Library Instruction as Independent Study: The Summer Enrichment Program Experiment at Iowa State University." ***Reference Services Review*** **23 (Winter 1995): 75-82.**

This study of high school minority students enrolled in a library instruction course in a summer bridge program investigated the effects of multicultural vs. classical exercises and independent study vs. peer assistance on students' performance. Although some inconsistencies occurred in students' performance and their evaluation of the course, the study found that multicultural exercises and contact with a librarian instructor proved important to minority students. Other factors, including peer assistance, did not prove to be significant in this study; however, the authors stress the need for further investigation.

Jensen, Ann, and Julie Sih. "Using E-mail and the Internet to Teach Users at Their Desktops." ***Online*** **19 (September/October 1995): 82-8.**

With remote access to databases becoming more prevalent, users are often reluctant to come to the library to learn how to use its resources. As a solution to this problem, engineering librarians from the University of California, San Diego, developed a six-part training program for the INSPEC database that can be accessed by E-mail. Users can have one lesson delivered per week or all six tutorials at once. The electronic tutorials reached an audience that had not been heard from before and will continue to be part of the bibliographic instruction program at San Diego and other UC campuses.

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McFadden, T. G., and T. J. Hostetler, eds. "The Library and Undergraduate Education." *Library Trends* 44 (Fall 1995): 221-457. (entire issue)

Contributors to this issue of Library Trends explore the library's role in undergraduate education and the future of library user education programs. Common themes or issues that emerge include the importance of reading, literacy, and critical thinking, and the impact of rapidly changing technology. Many of the authors encourage librarians to redefine their role and take steps toward strengthening their involvement in undergraduate education.

Martin, Lynne M., ed. "Library Instruction Revisited: Bibliographic Instruction Comes of Age." *The Reference Librarian* no. 51/52 (1995): 5-447. (entire issue)

Building on two previous special issues devoted to bibliographic instruction, this double issue of The Reference Librarian explores the history, progress, current status, and future challenges of BI. The articles reflect the "coming of age" of BI over the past decade, as well as the current issues of learning theories and pedagogy, collaboration and cooperation, technology and instruction, and diversity and multiculturalism.

Natowitz, Allen. "International Students in U.S. Academic Libraries: Recent Concerns and Trends." *Research Strategies* 13 (Winter 1995): 4-16.

A review of eighteen journal articles on international students' use of academic libraries reveals trends regarding cultural diversity issues on U.S. campuses and their impact on the provision of library services. Potential cultural, linguistic, and technological barriers, along with the training issues surrounding them, are identified and explored. It appears that these trends are just beginning to be recognized and programs aimed at increasing sensitivity in this area will help librarians cope with these demographic changes on campuses across the country.

Oberman, Cerise. "Unmasking Technology: A Prelude to Teaching." *Research Strategies* 13 (Winter 1995): 34-39.

This article, based on a speech presented to the ALA Library Instruction Round Table in New Orleans in 1993, stresses the importance of a balanced view of technology in order to provide appropriate library instruction. The author looks at three components of BI, encouraging a balanced approach in all areas: attitudes of users, attitudes of librarians, and values of librarians. This approach to instruction places technology in an appropriate context while assessing both its strengths and weaknesses.

Pitts, Judy M. "Mental Models of Information: The 1993-94 AASL/Highsmith Research Award Study." Edited by Joy H. McGregor and Barbara K. Stripling. ***School Library Media Quarterly*** **23 (Spring 1995): 177-184.**

Presents the findings of a research study of a group of teenagers' information-seeking behaviors. The main question addressed by the study was: When students are seeking and using information, why do they make the decisions they make? The study found that a learning experience is made up of numerous "learning strands" (content, information seeking and use, life skills, and production). The strands are intertwined and when a learner experiences difficulty with one strand, the learner relies on prior learning involving another strand. The students in the study had no support or misguided directions for their information- seeking school assignments. The article concludes with recommendations for school library media and classroom professionals, professional preparation programs, and researchers.

Ragains, Patrick. "Four Variations on Drueke's Active Learning Paradigm." ***Research Strategies*** **13 (Winter 1995): 40-50.**

The author describes four subject-based "one-shot" BI lesson plans which include active learning techniques. A basic overview of the jigsaw method is given, along with a detailed description of each lesson plan. Evaluative information is presented which was gathered from faculty and student experiences. The author offers several recommendations for implementing successful active learning instructional sessions.

Rettig, James. "The Convergence of the Twain or Titanic Collision? BI and Reference in the 1990s' Sea of Change." ***Reference Services Review*** **23 (Spring 1995): 7-20.**

The author discusses the attitudes and philosophies that librarians have regarding the relationship of BI and reference services. He cites historical definitions, as well as recent ideas put forth by Roma Harris' research and Anne Lipow's Rethinking Reference Institutes. The author concludes that reference and BI, having both been affected by internal and external forces, have common goals focusing on user independence, which should lead toward collaboration in developing new philosophies and models for service.

Stripling, Barbara K. "Learning-Centered Libraries: Implications from Research." ***School Library Media Quarterly*** **23 (Spring 1995): 163-170.**

The author, a library media specialist, translates research findings into practice through the "Thoughtful Learning Cycle." The cycle includes four content phases (Need to Know/Concept and Essential Questions, Information, New Understanding, and Assessment Product) and three process components (Inquiry, Synthesis/Decision Making, and Expression). Various strategies for engaging learners in each of the process components are given.

Todd, Ross J. "Integrated Information Skills Instruction: Does it Make a Difference?" *School Library Media Quarterly* 23 (Winter 1995): 133-38.

A report on research at Marist Sisters' College (Sydney, Australia) explores the impact of integrating library skills and science instruction in a high school course. Data indicates that mastery of both library skills and science content were improved in classes with integrated instruction. This article provides some concrete data to support intuitive concepts about effective approaches to instruction.

This annotated bibliography was prepared by the Library Instruction Round Table's Continuing Education Committee: Lorna Lueck, Co-Editor and Committee Chair, Scott B. Mandernack, Co-Editor, Abbie Basile, Marilee Birchfield, Lucia S. Dunn, Gail Egbers, Mari Ellen Leverence, Elizabeth Lorenzen, Phillip Powell, and Katherine Todd.

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LIRT'S TOP TWENTY FOR 1994

Behrens, Shirley J. "A Conceptual Analysis and Historical Overview of Information Literacy." *College & Research Libraries*, 55 (July 1994) : 309-322.

The author analyzes major definitions of the term "information literacy" since the 1970s. Over time the meaning of information literacy has evolved and expanded. The skills and knowledge required to be information literate within the developing definitions are noted, as are the responses by the library profession. The article concludes by identifying three major trends from the 1990s.

Brock, Kathy Thomas. "Developing Information Literacy Through the Information Intermediary Process: A Model for Teacher-Librarians and Others." *Emergency Librarian*, 22 (September-October 1994) : 16-20.

The author develops a literature-based model which describes the intermediary activities of teacher-librarians as they assist students in each phase of the information search and use process (ISU). The purpose of the model is to describe or more clearly define the role of the teacher-librarian as an information intermediary.

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Message from the President

Charlotte Files, Mississippi Band of Choctaw Indians

Everyone is looking forward to this year's annual ALA Conference in Chicago. Carolyn Walters has a wonderful program planned this year, entitled Class Act: Practical Presentation, Design and Materials. We know this is going to be a huge success, and I encourage everyone to attend.

I also plan to attend the All-Committee meeting on Saturday morning, June 24, at 9:00 a.m. Diana Shonrock will tell us about LIRT's new book on evaluation of library instruction—Diana and her committee have worked hard over the past few years and have done a really great job of producing a great publication.

After the general session, we will break up into individual committee meetings (see page 3 for a list of committees and times). ALL of these committees work hard to make LIRT the organization that it is. We are always in need of new faces and new ideas.

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Christensen, Peter G. "Using English Department Library Liaisons in a Term Paper Clinic: Reviving the Scholar/Librarian Model." *Research Strategies*, 12 (Fall 1994): 196-208.

The author presents a project at Marquette University in which two library liaisons (a librarian and an English Department instructor) assisted students in the writing of term papers for a freshman-level English course. The author argues for the usefulness of bibliographic instruction which is concerned more with the use of information than solely with the searching for or gathering of information. He suggests librarians would do well to become more involved in the full writing process and not just act as instructional intermediaries.

Edwards, Sherri. "Bibliographic Instruction Research: An Analysis of the Journal Literature from 1977 to 1991." *Research Strategies*, 12 (Spring 1994) : 68-78.

The author studied the bibliographic instruction literature from core journals to test the hypothesis that the number of research studies is growing. She found that the numbers have increased, although the ratio of research to non-research articles fluctuates greatly during any given year. When analyzed within five-year time spans, BI literature is fairly consistent with library literature as a whole in its percentage of research articles. Survey research, evaluation, and experimental research are the most frequently used methods in library instruction research studies.

Ford, Nigel, Frances Wood, and Christina Walsh. "Cognitive Styles and Searching." *Online & CDROM Review*, 18 (April 1994) : 79-86.

Reports the results of a study investigating the effect of cognitive style (Comprehension, Operation, and Versatile) on CD-ROM searching behavior. Searchers with different learning styles tend to use different search strategies. Versatile style searchers are the most effective. It was found that feedback, in the form of postings, enabled Comprehension and Operation style searchers to adapt their strategies resulting in improved searchers. Incorporating increasing knowledge of cognitive styles and strategies into training will impact how searchers learn to search as well as their searching behavior.

Holmes, Colette O., D. Elizabeth Irish, and Thomas C. Haley. "BI for an Undergraduate Engineering Course: An Interactive Model for a Large-Enrollment Course." *Research Strategies*, 12 (Spring 1994) : 115-121.

The authors describe an interactive library session based on the Karplus Learning Cycle. Given a scenario, students work briefly in pairs analyzing need for information within the scenario and responses are shared with the class. The students then form small groups, each exploring different library resources by completing a worksheet to guide them through the investigative process. Each group then makes a presentation to the class. To reinforce the library session, students complete an assignment requiring them to find an article. The interactive method supports the engineering instructors' course objectives and uses a subject/design related scenario.

Isbell, Dennis and Lisa Kammerlocher. "A Formative, Collegial Approach to Evaluating Course-Integrated Instruction." *Research Strategies*, 12 (Winter 1994) : 24-32.

This article describes various evaluation methods used to improve individual librarians' teaching performance. The methods include an evaluation form completed by classroom faculty, librarian/instructor devised student evaluations, and colleague observations. The guiding principles of the librarian-initiated program are presented and the benefits and shortcomings of the program are discussed.

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Volunteer!

to be on a LIRT committee

See details on pages 18-19.

TOP TWENTY

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Reichel, Mary. "Intellectual Freedom and Library Instruction: The Centrality of the Connection." *RQ*, 33 (Summer 1994) : 471-475

In this "Library Literacy" column, the author discusses the connections among library instruction, information literacy, and intellectual freedom. It is suggested that an understanding of intellectual freedom issues will further cultivate a curiosity for learning. Some suggestions are given as to how librarians can incorporate intellectual freedom issues into instructional sessions.

Richardson, Gregg. "Computer-Assisted Library Instruction? Consider Your Resources, Commitment, and Needs." *Research Strategies*, 12 (Winter 1994) : 45-55.

Based on practical experience, the article discusses considerations in planning and designing an independent study undergraduate library skills course based on computer-assisted instruction, specifically Macintosh's HyperCard. The advantages and disadvantages of CAI for such a course are presented along with instructional design principles. Creating practical assignments that reinforce the CAI lessons and necessary resources are discussed as well.

Thomas, Joy. "Faculty Attitudes and Habits Concerning Library Instruction: How Much Has Changed Since 1982?" *Research Strategies*, 12 (Fall 1994) : 209-223.

In 1982 librarians at California State University Long Beach surveyed their faculty on how students learn library skills. Many of the faculty members assumed students learn to use the library without formal instruction from either librarians or classroom faculty. In 1990 the survey was re administered. Many of the CSULB faculty still seem to feel no responsibility for the students' learning of library skills. Findings on gender and rank difference, plus suggestions on efficient methods for focusing library instruction, conclude the article.

Truett, Carol, ed. "School Library Reference Services in the 90s: Where We Are, Where We're Heading." *The Reference Librarian*, 44 (1994) : entire issue.

In this issue of The Reference Librarian attention is focused on school media specialists, with many articles addressing the instructional role of media specialists. Among the issues discussed are: articulation of library skills from high school to college, resource-based teaching, the impact of the whole language movement on librarianship, teaching critical thinking through online searching, library instruction in the sciences, and the changing role of library media specialists.

Ury, Connie. "A Tiered Approach to Bibliographic Instruction: The MEDAL Program." *Research Strategy*, 12 (Fall 1994) : 247-250.

The article describes a four-stage bibliographic instruction program at Owens Library, Northwest Missouri State University. The successive goals of instruction for each level are presented. Of particular interest is the use of peer advisors, older students involved in the freshman seminar program, to provide basic library orientation tours.

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Message from the President

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We welcome all visitors, and will be glad to have you sit in on the committee of your choice. Please make sure you let someone know you are present so we will be sure to introduce you and make you feel welcome in LIRT.

We are all looking forward to a great annual conference and hope everyone will attend and enjoy the sunny, warm weather in June. Keep in touch with LIRT; there's a lot going on you won't want to miss. ■

Van Deusen, Jean Donham, and Julie I. Tallman. "The Impact of Scheduling on Curriculum Consultation and Information Skills Instruction." (Part One: The 1993-94 AASL/Highsmith Research Award Study). *School Library Media Quarterly*, 23 (Fall 1994) : 17-25.

Tallman, Julie I., and Jean Donham van Deusen. "External Conditions as they Relate to Curriculum Consultation and Information Skills Instruction by School Library Media Specialists." (Part Two: The 1993-94 AASL/Highsmith Research Award Study). *School Library Media Quarterly*, 23 (Fall 1994) : 27-31.

Tallman, Julie I., and Jean Donham van Deusen. "Collaborative Unit Planning—Schedule, Time, and Participants." (Part Three: The 1993/94 AASL/ Highsmith Research Award Study). *School Library Media Quarterly*, 23 (Fall 1994) : 33-37.

This three-part study examines the way in which students are scheduled into the library media center (fixed vs. flexible scheduling) and its effect on the library media specialist's consultation activities and information skills instruction. Several planning factors (e.g., amount of time spent in planning, principal's expectations for collaboration, etc.) are also examined to determine their relationship to the consultation and teaching role of library media specialists.

TOP TWENTY

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Zapata, Maria Elena. "The Role of Public Libraries in Literacy Education." *Libri*, 44 (1994) : 123-129.

The concept of literacy/illiteracy is placed within a social and economic context, linking direct access to resources and social wealth and opportunity. The author calls on public libraries to participate in making this fundamental right to the access of information possible. Means of supporting this effort are identified: by becoming allies with educational institutions; and by acting as a service unit for the general public, providing resources and services to support literacy education. Specific activities which public libraries might employ to participate in this mission are outlined.

This annotated bibliography was prepared by the Library Instruction Round Table's Continuing Education Committee: Scott Mandernack, Editor, Marilee Birchfield, Gail Egbers, Lorna Lueck, Susan Paznekas, Phillip Powell, Katherine Todd, and Jody Bales Foote, Committee Chair. ■

"Talented Tenth"

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To prepare the leaders of tomorrow, librarians, teachers, resource specialists, and educational administrators of today must teach students to become critical thinkers, intellectually curious observers, creators, and users of information, and citizens who routinely have the desire to know, who know how to access information (yet challenge its validity), who seek corroboration before adopting information, who understand the political, social, and economic agendas of information creation and dissemination, and who constantly see, re-see, and re-form information to meet their needs for problem solving and decision making. (Lenox, M. and Walker, M. "Information Literacy and the Education Process." *The Educational Forum, 57 (1993):* 312-321.) ■